

**THEME B: Active Learning**  
**FOCUS: Use of rhyme and song**

*Body parts, Spanish*

**Context**

This class is learning parts of the body in Spanish. A native speaker Language Assistant helps children recall the vocabulary using animated pictures of parts of the body on an interactive whiteboard. Children spring to life as they enjoy singing a song and performing actions while their class teacher joins in.

**Exploration**

This short extract demonstrates the power of songs and actions as learning tools as well as the value of a good native speaker model.

- The class is fortunate to have a model from the native speaker, ensuring good pronunciation.
- The class teacher joins in and is therefore able to follow up the work of the Assistant later. He could practise the song and the new language as part of the daily routine of the class when the Assistant is not in school.
- Singing the action song helps children learn faster and increases motivation.
- The actions reinforce the language, are enjoyable and aid memorisation.

**Links to the KS2 Framework**

The children:

- listen and respond to simple rhymes, stories and songs
- recognise and respond to sound patterns and words
- perform simple communicative tasks using single words, phrases and short sentences
- listen attentively and understand instructions, everyday classroom language and praise words
- memorise and present a short spoken text

O 3.1 O 3.2 O 3.3 O 3.4 O 4.1

Oracy 3.1

[http://www.standards.dfes.gov.uk/primary/publications/languages/framework/oracy/y3/o3\\_1/](http://www.standards.dfes.gov.uk/primary/publications/languages/framework/oracy/y3/o3_1/)  
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Oracy 3.2

[http://www.standards.dfes.gov.uk/primary/publications/languages/framework/oracy/y3/o3\\_2/](http://www.standards.dfes.gov.uk/primary/publications/languages/framework/oracy/y3/o3_2/)  
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Oracy 3.3

[http://www.standards.dfes.gov.uk/primary/publications/languages/framework/oracy/y3/o3\\_3/](http://www.standards.dfes.gov.uk/primary/publications/languages/framework/oracy/y3/o3_3/)  
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Oracy 3.4

[http://www.standards.dfes.gov.uk/primary/publications/languages/framework/oracy/y3/o3\\_4/](http://www.standards.dfes.gov.uk/primary/publications/languages/framework/oracy/y3/o3_4/)  
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#### Oracy 4.1

[http://www.standards.dfes.gov.uk/primary/publications/languages/framework/oracy/y4/o4\\_1/](http://www.standards.dfes.gov.uk/primary/publications/languages/framework/oracy/y4/o4_1/)

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- imitate pronunciation
- Recognise commonly used rhyming sounds

#### **KAL**

Knowledge about Language

<http://www.standards.dfes.gov.uk/primary/publications/languages/framework/kal/>

Pages 79-83

- look at the face of the person speaking and listen attentively
- use a physical response
- remember rhyming words
- use a mental association to help to remember words
- use the context of what they see to determine some of the meaning

#### **LLS**

Language Learning Strategies: Communicating, understanding and being understood

<http://www.standards.dfes.gov.uk/primary/publications/languages/framework/lls/1205077/>

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Memorising

<http://www.standards.dfes.gov.uk/primary/publications/languages/framework/lls/1205091/>

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Applying Prior Knowledge

<http://www.standards.dfes.gov.uk/primary/publications/languages/framework/lls/1205083/>

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### **Next Steps**

The class teacher can follow up the work of the Assistant by practising the song and reminding children of the language they have just learnt. Children might practise the song in pairs, inside and outside the classroom and with their class teacher.

Children could perform the song for an audience, e.g. another teacher or class or in an assembly.

- perform simple communicative tasks using single words, phrases and short sentences

#### **O 3.3**

Oracy 3.3

[http://www.standards.dfes.gov.uk/primary/publications/languages/framework/oracy/y3/o3\\_3/](http://www.standards.dfes.gov.uk/primary/publications/languages/framework/oracy/y3/o3_3/)

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The words of the song could be displayed for children to follow as they are singing. Introduce children to the written word and reinforce sound-spelling links using ICT. Prepare for some of the activities by devising text for use with an interactive whiteboard.

Children could also copy write the song or parts of the song and illustrate it for a class display.

- follow a short familiar text, listening and reading at the same time
- write simple words and phrases using a model and some words from memory

#### **L 4.2 L 4.4**

Literacy 4.2

[http://www.standards.dfes.gov.uk/primary/publications/languages/framework/literacy/y4/l4\\_2/](http://www.standards.dfes.gov.uk/primary/publications/languages/framework/literacy/y4/l4_2/)

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#### Literacy 4.4

[http://www.standards.dfes.gov.uk/primary/publications/languages/framework/literacy/y4/l4\\_4/](http://www.standards.dfes.gov.uk/primary/publications/languages/framework/literacy/y4/l4_4/)

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#### Literacy 3.1

[http://www.standards.dfes.gov.uk/primary/publications/languages/framework/literacy/y3/l3\\_1/](http://www.standards.dfes.gov.uk/primary/publications/languages/framework/literacy/y3/l3_1/)

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#### Literacy 3.2

[http://www.standards.dfes.gov.uk/primary/publications/languages/framework/literacy/y3/l3\\_2/](http://www.standards.dfes.gov.uk/primary/publications/languages/framework/literacy/y3/l3_2/)

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Children could question the native speaker Assistant about songs she remembers singing when she was a little girl. You could develop this further by researching and showing web sites.

- make indirect or direct contact with the country/countries where the language is spoken
- learn about some aspects of everyday culture and compare them to their own

#### *IU 3.4*

#### Intercultural understanding 3.4

[http://www.standards.dfes.gov.uk/primary/publications/languages/framework/iu/y3/iu3\\_4/](http://www.standards.dfes.gov.uk/primary/publications/languages/framework/iu/y3/iu3_4/)

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#### Intercultural Understanding 4.1

[http://www.standards.dfes.gov.uk/primary/publications/languages/framework/iu/y4/iu4\\_1/](http://www.standards.dfes.gov.uk/primary/publications/languages/framework/iu/y4/iu4_1/)

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### **Development**

- Investigate ways of bringing a native speaker voice into your classroom. Do you have parents, friends of the school who would be able to visit the school and teach children some songs?
- Do you have authentic resources such as CDs or DVDs from the country/countries where the language is spoken or sound and digital pictures received via e-mail from a partner school abroad? CDs and DVDs containing simple songs in different languages are available to buy. See the teaching materials database on [www.nacell.org.uk/resources](http://www.nacell.org.uk/resources)
- Have you considered sharing a Language Assistant with other primary schools? Look at the British Council site to find out how to go about this. Have a look at the following web page British Council site. It may offer answers to questions you may have about employing an Assistant in your primary school.

<http://www.britishcouncil.org/languageassistants-schools-primary-faqs.htm>

- Read the Overview of the Intercultural Understanding strand and identify ways in which a native speaker Assistant could support you in this area.

Overview of Intercultural Understanding: pages 75-77

#### Intercultural Understanding Overview

<http://www.standards.dfes.gov.uk/primary/publications/languages/framework/iu/>